

## WEST PELZER ELEMENTARY

10 West Stewart Street  
West Pelzer, SC 29669

**GRADES** K-5 Elementary School

**ENROLLMENT** 307 Students

**PRINCIPAL** Stacy Hashe 864-947-6424

**SUPERINTENDENT** Dr. W. R. Christopher 864-847-7344

**BOARD CHAIR** Mr. Fred G. Alexander 864-947-9346

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
23	38	2	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

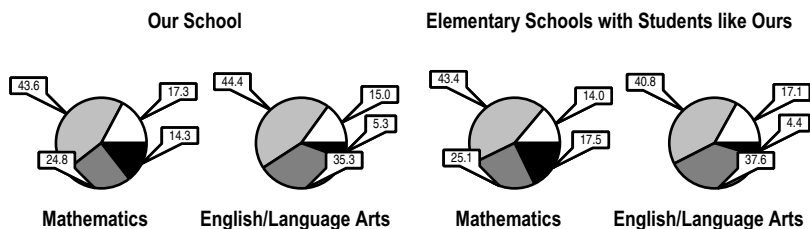
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	17	53	31
Percent satisfied with learning environment	100.0%	81.1%	74.2%
Percent satisfied with social and physical environment	100.0%	79.2%	60.0%
Percent satisfied with home-school relations	88.2%	83.0%	82.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	145	100.0	15.0	44.4	35.3	5.3	40.6	17.6
Gender								
Male	77	100.0	16.7	48.6	34.7	N/A	34.7	17.6
Female	68	100.0	13.1	39.3	36.1	11.5	47.5	17.6
Racial/Ethnic Group								
White	139	100.0	14.2	46.5	33.9	5.5	39.4	17.6
African-American	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	123	100.0	9.2	44.0	40.4	6.4	46.8	17.6
Disabled	22	100.0	41.7	45.8	12.5	N/A	12.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	145	100.0	15.0	44.4	35.3	5.3	40.6	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	144	100.0	14.4	44.7	35.6	5.3	40.9	17.6
Socio-Economic Status								
Subsidized meals	53	100.0	23.3	39.5	32.6	4.7	37.2	17.6
Full-pay meals	92	100.0	11.1	46.7	36.7	5.6	42.2	17.6

Mathematics								
All students	145	100.0	17.3	43.6	24.8	14.3	39.1	15.5
Gender								
Male	77	100.0	13.9	48.6	27.8	9.7	37.5	15.5
Female	68	100.0	21.3	37.7	21.3	19.7	41.0	15.5
Racial/Ethnic Group								
White	139	100.0	18.1	44.1	24.4	13.4	37.8	15.5
African-American	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	123	100.0	14.7	42.2	25.7	17.4	43.1	15.5
Disabled	22	100.0	29.2	50.0	20.8	N/A	20.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	145	100.0	17.3	43.6	24.8	14.3	39.1	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	144	100.0	17.4	43.2	25.0	14.4	39.4	15.5
Socio-Economic Status								
Subsidized meals	53	100.0	23.3	34.9	32.6	9.3	41.9	15.5
Full-pay meals	92	100.0	14.4	47.8	21.1	16.7	37.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	51	N/A	6.1	36.7	46.9	10.2	57.1
	Grade 4	52	N/A	11.5	46.2	40.4	1.9	42.3
	Grade 5	47	N/A	10.6	48.9	38.3	2.1	40.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	43	100.0	4.9	24.4	61.0	9.8	70.7
	Grade 4	47	100.0	20.9	46.5	32.6	N/A	32.6
	Grade 5	55	100.0	18.4	59.2	16.3	6.1	22.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	51	N/A	14.3	30.6	32.7	22.4	55.1
	Grade 4	52	N/A	13.5	40.4	26.9	19.2	46.2
	Grade 5	47	N/A	10.6	51.1	21.3	17.0	38.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	43	100.0	4.9	41.5	22.0	31.7	53.7
	Grade 4	47	100.0	18.6	41.9	32.6	7.0	39.5
	Grade 5	55	100.0	26.5	46.9	20.4	6.1	26.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 307)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.0%	Down from 5.3%	1.9%	2.4%
Attendance rate	95.0%	Down from 95.2%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	22.9%	Up from 21.7%	22.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.0%	Down from 14.6%	7.5%	8.0%
Older than usual for grade	1.0%	Up from 0.3%	0.6%	1.1%
Suspended or expelled	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	43.5%	Up from 40.9%	54.5%	50.0%
Continuing contract teachers	87.0%	Up from 81.8%	88.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.8%	Down from 93.5%	87.9%	86.2%
Teacher attendance rate	95.1%	Up from 93.7%	95.9%	95.3%
Average teacher salary	\$39,012	Up 1.8%	\$42,314	\$39,909
Prof. development days/teacher	6.5 days	Down from 7.5 days	10.4 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio	20.6 to 1	Down from 20.8 to 1	19.9 to 1	18.9 to 1
Prime instructional time	89.9%	Up from 87.9%	91.0%	89.7%
Dollars spent per pupil*	\$5,804	Up 8.8%	\$5,585	\$5,892
Percent spent on teacher salaries*	61.2%	Down from 64.5%	67.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

West Pelzer Elementary started the 2002-2003 school year with the theme: "Saluting America: From Sea to Shining Sea." Our nine-week themes included: "Land of the Free," "It's a Small World," "I'm Proud to Be an American," and "Take Me Out to the Ballgame." Our morning television announcements allowed all students to share interesting facts about our fifty states. A patriotic celebration was held to honor our armed forces and families.

We were "All Keyed Up to Infuse the Arts" as our school community became immersed with the arts curriculum standards. We received a distinguished arts grant from the S.C. State Department of Education that allowed us to help purchase a keyboarding lab, invite professional artists in all four areas of the art curriculum, and provide professional staff development for our teachers.

Our students won third place in the SCEA's and Ford's "Race to Read" incentive program with 100% participation. "Celebrity Readers" allowed the community to be involved with our reading program. WPES hosted a nine-week book drive for students to bring in new or used books to share the gift of reading with children in our community who do not have many books at home. We collected over 1,800 books and the books were donated to and distributed by our district's Family Literacy Program. Other service learning projects included Anderson Interfaith Ministries Food Drive, Jump Rope for Heart, and St. Jude's Math-a-Thon.

Mount Vernon Mills and McDonald's are our school's business partners. Mount Vernon Mills held its annual golf tournament with all proceeds going to the school. The school has benefited tremendously through the generosity of Mount Vernon, and McDonald's continues to help with the Ronald McDonald program. West Pelzer's PTO and SIC worked hard to find resources to help reach our school goals.

The mission of WPES, in partnership with parents and community, is to address the individual needs of the whole child by providing challenges and experiences so that all students will develop the knowledge, skills, and character essential to becoming productive citizens and lifelong learners in a rapidly changing world. Our staff, students, and parents are proud to be an Exemplary Writing School and to have received an "Excellent" for the 2001 and 2002 School Report Cards.

Written by the School Improvement Council and Principal, Stacy Hashe

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.